

Results of the Prevention Workforce Development Survey

**Missouri Department of Mental Health
Division of Alcohol and Drug Abuse**

**Prepared for
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Mr. Charles Williams
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Dear Mr. Williams :

Here is the report on the results of the survey of prevention workers that we conducted in response to the directive issued by the *Prevention Workforce Development Task Force* that was convened by the *Prevention Section* of the *Division of Alcohol and Drug Abuse* within the *Missouri Department of Mental Health*.

As you will see, the results of the survey point to some specific recommendations concerning the certification of prevention workers. After reviewing the prior work of the *Prevention Workforce Development Task Force*, we describe how the survey was conducted, and then the results obtained. We conclude the report with a series of recommendations on how the certification process for prevention workers could be developed and implemented.

We need to make explicit the role that the *Prevention Workforce Development Task Force* performed in both the development of the survey and the preparation of this report. Both the survey and this report profited immensely from the many insightful comments and suggestions made by the members of the *Prevention Workforce Development Task Force*. Every attempt was made to incorporate the suggestions of the members of the *Prevention Workforce Development Task Force*, but the report itself was actually written by us. Thus, any inaccuracies or shortcomings should be attributed to us, and to us alone.

We greatly appreciate having had the opportunity to prepare this report for you. If you should need any assistance in interpreting this report or in implementing the recommendations, please contact us at Lveneziano@semo.edu or 573.986.7369 or Eleoni@semo.edu or 573.651.2470.

Sincerely,

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Executive Summary

The recommendations that result from the *Prevention Workforce Development Survey* are as follows:

1. The prevention field in the *State of Missouri* should be professionalized
2. The professionalization of the prevention field in the *State of Missouri* would best be accomplished by establishing a multi-tier certification scheme
3. Specifically, the multi-tier certification scheme should consist of the following four levels:
 - a. Prevention Aides
 - b. Prevention Technicians
 - c. Prevention Specialists
 - d. Prevention Professionals
4. The *Prevention Section* of the *Division of Alcohol and Drug Abuse* within the *Missouri Department of Mental Health* should assume primary responsibility for certifying prevention workers in the *State of Missouri*
5. Certification should not be based on education and experience alone
6. Certification should be based, in part, on the demonstration of mastery of prevention activities and skills on a criterion-referenced, as opposed to a norm-referenced, assessment protocol

Supporting these recommendations are the following findings and conclusions drawn from the *Prevention Workforce Development Survey*. The survey participants were 191 prevention workers employed at 32 sites that received funding from the *Prevention Section* of the *Division of Alcohol and Drug Abuse* within the *Missouri Department of Mental Health*. Surveys were mailed to 422 prevention workers. Usable surveys were completed and returned by 191 of the 422 respondents, which represents a 45.3% return rate.

The *Prevention Workforce Development Survey* was developed in a sequence of stages. The final survey questionnaire consists of the following three sections:

1. Importance of Specific Job Activities
2. Time Spent Performing Major Job Activities
3. Background Information

The *Importance of Specific Job Activities* section of the survey questionnaire consisted of thirty-eight skills or activities that a prevention worker might engage in. The thirty-eight skills or activities were arranged into the following five logically derived categories:

1. Administrative Skills, eleven skills, for example, Contract management
2. Case Management Skills, six skills, for example, Coalition building
3. Direct Service Skills, thirteen skills, for example, Conflict resolution
4. Record Keeping Skills, two skills, for example, Composing program reports for funders
5. Supervisory Skills, six skills, for example, Motivating volunteers

Survey participants were asked to respond to the following three questions for each of the thirty-eight skills or activities:

1. How important is this skill or activity in your job? Ratings ranged in value from *Extremely Unimportant* (1) to *Extremely Important* (5).
2. Have you received adequate training? Respondents selected *Yes* or *No*.
3. How important would it be for you to receive training in this skill or activity? Ratings ranged in value from *Extremely Unimportant* (1) to *Extremely Important* (5)

The *Time Spent Performing Major Job Activities* section of the survey questionnaire consisted of asking the respondent to estimate the percentage of time that they spend or expect to spend performing the following five categories of activities:

1. Administrative, such as contract management
2. Case Management, such as coalition building
3. Direct Services, such as conflict resolution
4. Record Keeping, such as composing reports for funders
5. Supervisory, such as motivating volunteers

The *Background Information* section of the survey questionnaire consisted of the following eight questions:

1. Age
2. Gender
3. Ethnicity
4. Educational Level
5. College Major, if applicable
6. Work Title
7. Number of Hours Spent per Week Providing Prevention Services
8. Number of Years of Experience in the Field of Prevention

The survey questionnaires were mailed to a contact person at each site. When the completed survey questionnaires were returned, each participant was assigned to one of the following four prevention worker categories based on his or her response to the *What is Your Work Title* question:

1. Prevention Aide
2. Prevention Technician
3. Prevention Specialist
4. Prevention Professional

The *qualitative variables* were analyzed at the *descriptive statistical level* using *frequency distributions*, while the *quantitative variables* were analyzed by calculating *means* and *standard deviations*. *Qualitative variables* were analyzed at the *inferential statistical level* by calculating a *Chi-Square Test of Independence*, while the *quantitative variables* were analyzed by conducting a *One-Way Analysis of Variance*. For both types of variables, the four prevention worker categories served as the independent variable. Statistically significant differences between the means were determined by performing a *Bonferroni post hoc* analysis of all possible pair-wise comparisons.

In general, the results of the *Prevention Workforce Development Survey* indicated that there were reliable and meaningful differences between the four groups of prevention workers. These reliable and meaningful differences were based on the following four types of results:

1. The four groups differed in terms of the percentage of time that they actually spend performing certain types of prevention activities and skills
2. The four groups differed in terms of how they rated the importance of the prevention activities and skills
3. The four groups differed in terms of how they rated the importance of receiving training in the prevention activities and skills
4. The four groups differed in terms of the actual amount of training that they have already received in the prevention activities and skills

The results of the *Prevention Workforce Development Survey* provide strong support for the need to professionalize the field of prevention. An important initial step in the professionalization of the field of prevention would be the establishment of a multi-tier certification scheme. Specifically, such a multi-tier scheme should provide certification at the following four levels:

1. Prevention Aides
2. Prevention Technicians
3. Prevention Specialists
4. Prevention Professionals

The results of the *Prevention Workforce Development Survey* indicate that certification should not be based on education and experience alone. This is partially the case because there is no standard curriculum for the field of prevention at the present time. In addition, workers in the field strongly suggest that prevention workers be exposed to, allowed to acquire, and develop mastery of specific prevention activities and skills.

Public sentiment and the declining tax revenues that characterize the current fiscal situation set the stage for demands for greater accountability. In order to be accountable, service providers must actually provide the services that they are receiving funding to provide. Prevention workers clearly have great needs to receive training in the specific prevention activities and skills that will enable them to effectively provide prevention services to target populations. The establishment of a multi-tier certification scheme would serve as a basis to demonstrate that prevention workers are actually acquiring and mastering the very skills they need to be effective.

In addition, the results of the *Prevention Workforce Development Survey* indicate what types of training needs exist for workers at various stages in the prevention profession. The lack of a standard prevention curriculum suggests that the assessment portion of the multi-tier certification scheme should be criterion-based, as opposed to norm-based. That is, certification should be based on a prevention worker's mastery of the specific prevention activities and skills associated with the successful provision of services for that job category, as opposed to comparing a person's scores with the scores obtained by some normative group.

Results of the Prevention Workforce Development Survey

Missouri Department of Mental Health Division of Alcohol and Drug Abuse

The Problem and the Plan

Incidentals of Authorization and Submittal

This report summarizes the results obtained and recommendations derived from surveying 191 prevention workers employed at thirty-two sites that received funding from the *Prevention Section* of the *Division of Alcohol and Drug Abuse* within the *Missouri Department of Mental Health*. This report is being submitted to Mr. Charles Williams by Drs. Louis Veneziano and Ed Leoni of *Southeast Missouri State University* on behalf of the *Prevention Workforce Development Task Force*.

Goal and Objectives of the Prevention Workforce Development Survey

The overall goal of the *Prevention Workforce Development Survey* was to develop a series of recommendations concerning the creation of a multiple-tier certification program for prevention workers employed in the *State of Missouri*.


The objectives of the *Prevention Workforce Development Survey* were to:

1. Survey a representative sample of prevention workers currently employed in the *State of Missouri*
2. Determine the importance of thirty-eight skills or activities routinely engaged in by prevention workers
3. Determine the percentages of prevention workers who felt that they had received adequate training in each of the thirty-eight skills or activities routinely engaged in by prevention workers
4. Determine the importance of receiving training in each of the thirty-eight skills or activities routinely engaged in by prevention workers
5. Determine the percentage of time that prevention workers actually spend performing five major categories of activities

A Preview of the Presentation

In the following pages, the findings and analysis of the survey conducted of 191 prevention workers are discussed. First is an introductory section that traces the historical development of the *Prevention Workforce Development Task Force*. Second is a methodology section that describes the procedures used. Third are five sections that describe the characteristics of the total sample, as well as each of the four sub samples. Fourth is a section that describes the percentage of time spent performing major job activities. Fifth are five sections that describe the importance of each of five major job categories, the importance of receiving training in that category, and the percentage of prevention workers who have received adequate training in that category. Conclusions drawn from these results form the basis for the recommendations

made concerning the creation of a multiple-tier certification program for prevention workers employed in the *State of Missouri*.



Introduction

The *Prevention Workforce Development Task Force* was convened by the *Prevention Section* of the *Division of Alcohol and Drug Abuse (ADA)*. The overarching concern motivating the development of this taskforce involves the unmet needs of Missouri prevention workforces. Therefore, an important charge of this task force is to engage a progressive attempt to gather the necessary information to propose recommendations to the *Division of Alcohol and Drug Abuse*. This taskforce seeks to position prevention work in the *State of Missouri* as a credible behavioral health profession.

Current Certification Standards for Prevention Program Staff

In order to meet the current certification standards for alcohol and drug abuse programs, provider prevention personnel must:

1. be a graduate of “an accredited college or university with a bachelor’s degree in community development, education, public administration, public health, psychology, sociology, social work or closely related field;”
2. have “one year or more of full-time equivalent professional experience in education, public health, mental health, human services, or a closely related area.”
3. Additional years of experience may be substituted on a year-for-year basis for the education requirement.

Workforce Development Concerns

It was recognized during the discussion of this certification requirement that the requirement did not address prevention-specific skill sets and did not provide for an “in progress” certification for someone who did not meet all of the above criteria.

Discussion about the certification process yielded the following concerns:

- The present certification process is not seen as necessary by the prevention work force
- The certifications process is not cost effective for the individual/organizations
- Process is intimidating, the prevention workforce is a diverse group, with no single entry level in degree, which is therefore generally unprepared for seeking this certification
- There is a lack of a common language
- The Certification process has no significant value/relevance with career paths and is not seen as practical
- The Certification exam has an extremely high failure rate
- A comprehensive survey of workforce needs has not been conducted
- Training is not readily available or accessible

Characteristics of the Prevention Workforce

The prevention workforce was described as being extremely heterogeneous without a single educational degree preparation. The *Task Force* defined the end client/consumer as individuals, families, organizations, and or communities.

Job Task Analysis

Direct Services	Indirect Services
Intervention Curriculum delivery Alternative Activities: <ul style="list-style-type: none"> • Recreation • Arts • Sports • Community service Program facilitation Outreach to specific populations Mentoring Training/technical assistance Advocacy Education Information dissemination Public awareness Problem identification & referral <ul style="list-style-type: none"> • EAP • SAP • SATOP Community organization-team building Case management Resource acquisition-connecting people with resources Community empowerment Marketing Program/curriculum development	Advocacy Technical Assistance Program Planning Program Assessment Resource acquisition Program Evaluation

Competencies

The work group identified relevant competencies of the prevention professionals in the Missouri system. In an effort to provide organization to this list, the competencies were categorized as they related to prevention workers; knowledge, an understanding of factors or principles related to a particular subject; skills, capability to perform tasks as a result of training and experience; and abilities, the capacity to perform a set of tasks.

Knowledge	Skills	Abilities
<ul style="list-style-type: none"> • Knowledge of prevention principles and practices • Knowledge of addiction, recovery, abuse/misuse • Knowledge of evaluation • Knowledge of local and state resources 	<ul style="list-style-type: none"> • Referral skills • Curriculum delivery • Program Planning • Event Planning • Facilitation Skills 	<ul style="list-style-type: none"> • Staff recruitment and retention • Resource identification • Identification of use/misuse/abuse • Cultural and linguistic sensitivity • Curriculum development and delivery

<ul style="list-style-type: none"> • Knowledge of youth and lifespan developmental stages • Knowledge of coping skills • Knowledge of learning theories • Knowledge of theory of change • Knowledge of Risk and Protective Factors • Intra-personal knowledge and awareness 	<ul style="list-style-type: none"> • Leadership Skills • Coalition building/ Motivational skills • Volunteer management and recruitment • Computer literacy • Issue advocacy • Social Marketing • Social Norming • Ethics • Data collection • Reporting 	<ul style="list-style-type: none"> • Evaluate programs • Grant writing • Access state and local resources • Communicate clearly • Facilitate group interaction • Assess, identify, and apply appropriate interventions • Conduct Community Needs Assessment • Provide Program Supervision and Oversight
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Recommendations of the Taskforce:

- The *Taskforce* unanimously agreed that the prevention field must be professionalized. One set of training or testing will be sufficient for the current prevention needs. Recognizing this, the taskforce recommended that a survey of the prevention workforce be developed to gather salient information pertaining to work experience, education level, and job duties to aide this taskforce in formalizing recommendations. Define the common, or core, characteristics of prevention “jobs”, additionally the task force will define levels of experience, education and training for each prevention worker/”job”, identify accessible and alternative training methods to support the aforementioned competencies.
- The *Taskforce* also recommended that the *Division of Alcohol and Drug Abuse* assume primary responsibility for certifying individuals in the *State of Missouri*. The basis of this recommendation was threefold: (1) this would support the establishment of a consistent and common language within the field; (2) assist in positioning the field of prevention as a credible career path in the mental health industry and (3) aid the prevention workforce in meeting and passing the certification exam. Another step in professionalizing may include the formation of a *Prevention Provider Association/Network*.
- The certification process proposed for adoption identified four distinct levels of the prevention workforce. For each level of classification, progressive minimum qualifications and core training requirements were identified. The different classification levels enable progressive development of knowledge, skills, and abilities as well as the recognition of an individuals’ mastery of core competencies required for credentialing. The recommended tiers for the prevention workforce are:

Level of Entry	Title	Credentialing
Level 1	Prevention Aide	Certificate of completed training
Level 2	Prevention Technician	Recognized Prevention Technician by DADA
Level 3	Prevention Specialist	Certified Prevention Specialist by DADA
Level 4	Prevention Professional	Certified Prevention Professional by DADA

The prevention workforce ranges from entry-level staff to prevention professionals. In an effort to identify the salient features or characteristics defining each level the taskforce composed some tentative definitions. It was recommended that the following descriptions serve as the absolute minimum criteria for entry into each level.

Level and Title	Description	Educational Requirements	Experience Requirement
Level 1: Prevention Aide			None
Level 2 Prevention Technician	An individual whose primary responsibility is to provide direct services to the identified consumer. This person has no supervisory responsibilities & receives direct supervision	High School Diploma or GED	Linkage to the community to be served
Level 3: Prevention Specialist	Viewed as a Junior Professional. This could be their 1 st full time employment opportunity. Direct services are provided by this individual.	Bachelor's Degree	One year of experience Or Five (5) years experience without a degree
Level 4: Prevention Professional	Senior professional. Primary responsibilities focus on the day-to-day program operations. This person is responsible for supervising all proceeding levels. Some direct services may be provided by this person	Bachelor's degree in relevant field	Three (3) years supervisory experience in prevention/youth development

It was recommended that training requirements be established at all levels. Consistency in training would assist in developing prevention into a recognized professional field. Possibilities for trainers include *ATTC*, *ACT Missouri*, and *Southwest CAPT*, with the caveat that training opportunities should be accessible to prevention providers. The taskforce identified some core requirements that would necessitate training for each of the aforementioned levels. The following chart delineates the minimum core requirements for each level. Each level presupposes the accomplishments or mastery of the core requirements denoted for the proceeding level.

Level and Title	Basic Competencies
Level 1 Prevention Aide	

Level and Title	Basic Competencies
<p>Level 2 Prevention Technician</p>	<ul style="list-style-type: none"> • Active Listening Skills • Social/interactive skills • Fundamental basic knowledge of prevention • Good working knowledge of program delivery • How what you're doing fits into the big picture of prevention • Crisis Plan execution • Problem solving • Conflict resolution • Group dynamics • Time management • Planning & organizing • Ethics
<p>Level 3 Prevention Specialist</p>	<p>All proceeding competencies plus:</p> <ul style="list-style-type: none"> • Leadership skills • Entry level management • Knowledge of youth development • Organizing or event planning • Communication skills • Problem solving skills • Decision making • Working understanding of applicable local & state childcare regulations • Relationship building • Knowledge of public policy development
<p>Level 4 Prevention Professional</p>	<p>All proceeding competencies plus:</p> <ul style="list-style-type: none"> • Budget management • Program design • Program implementation • Curriculum development • Evaluation development • Supervisory skills • Data analysis

Level and Title	Basic Competencies
	<ul style="list-style-type: none"> • Reporting and record keeping • Resource acquisition/grant writing • Marketing/Public Speaking/Public Relations • Risk management • Hiring, selecting, recruitment & retention • Staff development • Research and program assessment • Public policy and advocacy • Mid-level management training



Methodology

Participants

The survey participants were 191 prevention workers employed at thirty-two sites that received funding from the *Prevention Section* of the *Division of Alcohol and Drug Abuse* within the *Missouri Department of Mental Health*. Surveys were mailed to 422 prevention workers. The following table contains the number of surveys mailed to each of the thirty-sites:

Agency	Number of Surveys Mailed Out
Burrell Center	3
Community Partnership of the Ozarks	30
Lafayette House	3
Ozark Center	2
Pathways	4
Sigma House	2
Family Counseling Center of Missouri	4
LEAD Institute	4
Preferred Family	4
Wellness Resource Center	11
Better Family Life	8
CORR	3
Friends with a Better Plan	18
IAM CARES	2
NCADA	14
33 rd Judicial Circuit Court	3
Family Counseling Center	2
Prevention Consultants of Missouri	3
Lincoln University	8
SEMO Community Treatment Center	1
SEMO State University	4
Alliance	130
Big Brothers & Sisters	8
Boys & Girls Clubs of Greater Kansas City	120
Guadalupe Center	4
Heart of America Family Services	3
Move Up	2
Preferred Family Healthcare	4
NCADD	8
Swope Parkway	3
Synergy Services	3
Tri-County Mental Health	4
Total Number of Prevention Workers:	422

Usable surveys were completed and returned by 191 of the 422 respondents. This represents a 45.3% return rate. The following table contains the number and percentage of respondents by work category:

Work Category	Number of Respondents	Percentage of Total Sample
Prevention Aide	29	15.2%
Prevention Technician	24	12.6%
Prevention Specialist	74	38.7%
Prevention Professional	64	33.5%
Total	191	100%

Instrument Development

The *Prevention Workforce Development Survey* was developed in the following six stages:

1. Members of the *Prevention Workforce Development Task Force* generated items
2. The items were arranged in a logically derived order
3. The formatted items were reviewed by the members of the *Prevention Workforce Development Task Force* who made suggestions concerning the addition, deletion, and/or modification of items
4. The revised items were reformatted
5. The reformatted items were reviewed again by the members of the *Prevention Workforce Development Task Force*, who made additional suggestions concerning the addition, deletion, and/or modification of items
6. The resulting questionnaire was pilot tested on a small group of actual prevention workers

Steps 3 through 6 were repeated twice, so the entire development process went through three iterations. Appendix A contains a copy of the final survey questionnaire. The final survey questionnaire consists of the following three sections:

1. Importance of Specific Job Activities
2. Time Spent Performing Major Job Activities
3. Background Information

The *Importance of Specific Job Activities* section of the survey questionnaire consisted of thirty-eight skills or activities that a prevention worker might engage in. The thirty-eight skills or activities were arranged into the following five logically derived categories:

1. Administrative Skills, eleven skills, for example, Contract management
2. Case Management Skills, six skills, for example, Coalition building
3. Direct Service Skills, thirteen skills, for example, Conflict resolution
4. Record Keeping Skills, two skills, for example, Composing program reports for funders
5. Supervisory Skills, six skills, for example, Motivating volunteers

Survey participants were asked to respond to the following three questions for each of the thirty-eight skills or activities:

1. How important is this skill or activity in your job? Ratings ranged in value from *Extremely Unimportant* (1) to *Extremely Important* (5).
2. Have you received adequate training? Respondents selected *Yes* or *No*.
3. How important would it be for you to receive training in this skill or activity? Ratings ranged in value from *Extremely Unimportant* (1) to *Extremely Important* (5)

The *Time Spent Performing Major Job Activities* section of the survey questionnaire consisted of asking the respondent to estimate the percentage of time that they spend or expect to spend performing the following five categories of activities:

1. Administrative, such as contract management
2. Case Management, such as coalition building
3. Direct Services, such as conflict resolution
4. Record Keeping, such as composing reports for funders
5. Supervisory, such as motivating volunteers

The *Background Information* section of the survey questionnaire consisted of the following eight questions:

1. Age
2. Gender
3. Ethnicity
4. Educational Level
5. College Major, if applicable
6. Work Title
7. Number of Hours Spent per Week Providing Prevention Services
8. Number of Years of Experience in the Field of Prevention

Procedure

The survey questionnaires were mailed to a contact person at each site who agreed to complete the following tasks:

1. Distribute the survey questionnaires to the prospective participants
2. Direct any questions to the survey researchers
3. Collect the completed survey questionnaires
4. Return the completed survey questionnaires to the survey researchers

Data Analysis

Each participant was assigned to one of the following four prevention worker categories based on his or her response to the *What is Your Work Title* question:

1. Prevention Aide
2. Prevention Technician
3. Prevention Specialist
4. Prevention Professional

The following five *qualitative variables* were analyzed at the *descriptive statistical level* using *frequency distributions*:

1. Receipt of Adequate Training
2. Gender
3. Ethnicity
4. Educational Level
5. Hours Spent per Week Providing Prevention Services

The following five *quantitative variables* were analyzed at the *descriptive statistical level* by calculating *means* and *standard deviations*:

1. Rated Importance of Skill or Activity
2. Rated Importance of Receiving Training
3. Percentage of Time Spent Performing Major Job Activities
4. Age
5. Number of Years of Experience in Field of Prevention

The *Receipt of Adequate Training* qualitative variable was analyzed at the *inferential statistical level* by calculating a *Chi-Square Test of Independence* with the four prevention worker categories as the independent variable.

The following three *quantitative variables* were analyzed at the *inferential statistical level* by conducting a *One-Way Analysis of Variance* with the four prevention worker categories as the independent variable. Statistically significant differences between the means were determined by performing a *Bonferroni post hoc* analysis of all possible pair-wise comparisons:

1. Rated Importance of Skill or Activity
2. Rated Importance of Receiving Training
3. Percentage of Time Spent Performing Major Job Activities

Characteristics of the Total Sample

Age

The average (mean) age of the 191 prevention workers surveyed was 33.03 (SD = 10.88). The prevention workers ranged in age from 19 to 58.

Gender

The following table contains the number and percentage of prevention workers by gender:

Gender	Number of Respondents	Percentage of Sample
Female	135	71.1%
Male	55	28.9%
Total	191	100%

Ethnicity

The following table contains the number and percentage of prevention workers by ethnicity:

Ethnic Group	Number of Respondents	Percentage of Sample
African-American	62	33.3%
Hispanic	7	3.8%
White	111	59.7%
Other	6	3.2%
Total	191	100%

Educational Level

The following table contains the number and percentage of prevention workers by educational level:

Educational Level	Number of Respondents	Percentage of Sample
Less Than High School	2	1.1%
Some High School	1	0.5%
High School Graduate	15	7.9%
GED	1	0.5%
Some College	45	23.7%
College Graduate	90	47.4%
Master's Degree	34	17.9%
Doctoral Degree	2	1.1%
Total	191	100%

Number of Years of Experience Working in the Field of Prevention

The average (mean) number of years of experience working in the field of prevention of the 191 prevention workers surveyed was 5.18 (SD = 5.68). The number of years of experience working in the field of prevention ranged from 1 to 26.

Number of Prevention Service Hours Provided Per Week

Hours Per Week	Number of Respondents	Percentage of Sample
Less Than 5	34	18.2%
5 to 10 Hours	15	8.0%
11 to 20 Hours	30	16.0%
21 to 30 hours	21	11.2%
31 to 40 Hours	49	26.2%
More Than 40 Hours	38	20.3%
Total	191	100%

Percentage of Time Spent Performing Major Job Activities

The following table contains the percentage of time the prevention workers reported spent performing the following five major job activities: (1) Administrative; (2) Case Management; (3) Direct Services; (4) Record Keeping; and (5) Supervisory.

Major Job Activity	Mean	Standard Deviation	Minimum	Maximum
Administrative	22.49%	22.228	0%	94%
Case Management	14.55%	15.22	0%	65%
Direct Services	33.61%	27.58	0%	100%
Record Keeping	11.94%	14.08	0%	100%
Supervisory	16.93%	17.61	0%	84%

Characteristics of the Prevention Aide Sub Sample

Age

The average (mean) age of the 29 Prevention Aides surveyed was 27.2 (SD = 9.8). The Prevention Aides ranged in age from 19 to 52.

Gender

The following table contains the number and percentage of Prevention Aide respondents by gender:

Gender	Number of Respondents	Percentage of Sub Sample
Female	21	72.4%
Male	8	27.6%
Total	29	100%

Ethnicity

The following table contains the number and percentage of Prevention Aide respondents by ethnicity:

Ethnic Group	Number of Respondents	Percentage of Sub Sample
African-American	11	37.9%
Hispanic	2	6.9%
White	16	55.2%
Total	29	100%

Educational Level

The following table contains the number and percentage of Prevention Aide respondents by educational level:

Educational Level	Number of Respondents	Percentage of Sub Sample
Some High School	1	3.4%
High School Graduate	7	24.1%
Some College	17	58.6%
College Graduate	4	13.8%
Total	29	100%

Number of Years of Experience Working in the Field of Prevention

The average (mean) number of years of experience working in the field of prevention of the 29 Prevention Aides surveyed was 1.46 (SD = 0.88). The number of years of experience working in the field of prevention ranged from 1 to 4.

Number of Prevention Service Hours Provided Per Week

Hours Per Week	Number of Respondents	Percentage of Sub Sample
Less Than 5	11	39.3%
5 to 10 Hours	3	10.7%
11 to 20 Hours	5	17.9%
21 to 30 hours	3	10.7%
31 to 40 Hours	5	17.9%
More Than 40 Hours	1	3.6%
Total	29	100%

Percentage of Time Spent Performing Major Job Activities

The following table contains the percentage of time the Prevention Aides reported spent performing the following five major job activities: (1) Administrative; (2) Case Management; (3) Direct Services; (4) Record Keeping; and (5) Supervisory.

Major Job Activity	Mean	Standard Deviation	Minimum	Maximum
Administrative	10.63%	15.07	0%	50%
Case Management	5.96%	8.98	0%	30%
Direct Services	48.27%	37.1	0%	100%
Record Keeping	17.37%	28.48	0%	100%
Supervisory	14.89%	22.06	0%	75%

Characteristics of the Prevention Technician Sub Sample

Age

The average (mean) age of the 24 Prevention Technicians surveyed was 28.5 (SD = 9.3). The Prevention Technicians ranged in age from 20 to 54.

Gender

The following table contains the number and percentage of Prevention Technician respondents by gender:

Gender	Number of Respondents	Percentage of Sub Sample
Female	15	65.2%
Male	8	34.8%
Total	23	100%

Ethnicity

The following table contains the number and percentage of Prevention Technician respondents by ethnicity:

Ethnic Group	Number of Respondents	Percentage of Sub Sample
African-American	8	38.1%
Hispanic	2	9.5%
White	10	47.6%
Other	1	4.8%
Total	21	100%

Educational Level

The following table contains the number and percentage of Prevention Technician respondents by educational level:

Educational Level	Number of Respondents	Percentage of Sub Sample
Some High School	1	4.3%
High School Graduate	5	21.7%
GED	1	4.3%
Some College	14	60.9%
College Graduate	2	8.7%
Total	23	100%

Number of Years of Experience Working in the Field of Prevention

The average (mean) number of years of experience working in the field of prevention of the 24 Prevention Technicians surveyed was 3.95 (SD = 4.18). The number of years of experience working in the field of prevention ranged from 1 to 20.

Number of Prevention Service Hours Provided Per Week

Hours Per Week	Number of Respondents	Percentage of Sub Sample
Less Than 5	6	26.1%
5 to 10 Hours	2	8.7%
11 to 20 Hours	2	8.7%
21 to 30 hours	3	13.0%
31 to 40 Hours	8	34.8%
More Than 40 Hours	2	8.7%
Total	23	100%

Percentage of Time Spent Performing Major Job Activities

The following table contains the percentage of time the Prevention Technicians reported spent performing the following five major job activities: (1) Administrative; (2) Case Management; (3) Direct Services; (4) Record Keeping; and (5) Supervisory.

Major Job Activity	Mean	Standard Deviation	Minimum	Maximum
Administrative	17.45%	17.38	0%	60%
Case Management	10.55%	10.58	0%	30%
Direct Services	35.0%	26.9	10%	90%
Record Keeping	9.55%	10.31	0%	40%
Supervisory	26.95%	20.4	5%	84%

Characteristics of the Prevention Specialist Sub Sample

Age

The average (mean) age of the 74 Prevention Specialists surveyed was 32.5 (SD = 10.2). The Prevention Specialists ranged in age from 21 to 58.

Gender

The following table contains the number and percentage of Prevention Specialist respondents by gender:

Gender	Number of Respondents	Percentage of Sub Sample
Female	59	79.7%
Male	15	20.3%
Total	74	100%

Ethnicity

The following table contains the number and percentage of Prevention Specialist respondents by ethnicity:

Ethnic Group	Number of Respondents	Percentage of Sub Sample
African-American	16	21.9%
Hispanic	1	1.4%
White	51	69.9%
Other	5	6.8%
Total	73	100%

Educational Level

The following table contains the number and percentage of Prevention Specialist respondents by educational level:

Educational Level	Number of Respondents	Percentage of Sub Sample
High School Graduate	2	2.7%
Some College	10	13.5%
College Graduate	53	71.6%
Master's Degree	9	12.2%
Total	74	100%

Number of Years of Experience Working in the Field of Prevention

The average (mean) number of years of experience working in the field of prevention of the 74 Prevention Specialists surveyed was 4.45 (SD = 4.31). The number of years of experience working in the field of prevention ranged from 1 to 20.

Number of Prevention Service Hours Provided Per Week

Hours Per Week	Number of Respondents	Percentage of Sub Sample
Less Than 5	10	13.7%
5 to 10 Hours	7	9.6%
11 to 20 Hours	10	13.7%
21 to 30 hours	8	11.0%
31 to 40 Hours	23	31.5%
More Than 40 Hours	15	20.5%
Total	73	100%

Percentage of Time Spent Performing Major Job Activities

The following table contains the percentage of time the Prevention Specialists reported spent performing the following five major job activities: (1) Administrative; (2) Case Management; (3) Direct Services; (4) Record Keeping; and (5) Supervisory.

Major Job Activity	Mean	Standard Deviation	Minimum	Maximum
Administrative	17.92%	19.98	0%	94%
Case Management	20.88%	18.2	0%	65%
Direct Services	35.42%	23.88	0%	85%
Record Keeping	12.36%	9.07	0%	50%
Supervisory	13.59%	14.61	0%	75%

Characteristics of the Prevention Professional Sub Sample

Age

The average (mean) age of the 64 Prevention Professionals surveyed was 37.7 (SD = 10.9). The Prevention Professionals ranged in age from 23 to 58.

Gender

The following table contains the number and percentage of Prevention Professional respondents by gender:

Gender	Number of Respondents	Percentage of Sub Sample
Female	40	62.5%
Male	24	37.5%
Total	64	100%

Ethnicity

The following table contains the number and percentage of Prevention Professional respondents by ethnicity:

Ethnic Group	Number of Respondents	Percentage of Sub Sample
African-American	27	42.9%
Hispanic	2	3.2%
White	34	54.0%
Total	63	100%

Educational Level

The following table contains the number and percentage of Prevention Professional respondents by educational level:

Educational Level	Number of Respondents	Percentage of Sub Sample
Less Than High School	1	1.6%
High School Graduate	1	1.6%
Some College	4	6.3%
College Graduate	31	48.4%
Master's Degree	25	39.1%
Doctoral Degree	2	3.1%
Total	64	100%

Number of Years of Experience Working in the Field of Prevention

The average (mean) number of years of experience working in the field of prevention of the 64 Prevention Professionals surveyed was 8.25 (SD = 7.28). The number of years of experience working in the field of prevention ranged from 1 to 26.

Number of Prevention Service Hours Provided Per Week

Hours Per Week	Number of Respondents	Percentage of Sub Sample
Less Than 5	7	11.1%
5 to 10 Hours	3	4.8%
11 to 20 Hours	13	20.6%
21 to 30 hours	7	11.1%
31 to 40 Hours	13	20.6%
More Than 40 Hours	20	31.7%
Total	63	100%

Percentage of Time Spent Performing Major Job Activities

The following table contains the percentage of time the Prevention Professionals reported spent performing the following five major job activities: (1) Administrative; (2) Case Management; (3) Direct Services; (4) Record Keeping; and (5) Supervisory.

Major Job Activity	Mean	Standard Deviation	Minimum	Maximum
Administrative	34.89%	23.59	0%	90%
Case Management	12.29%	11.64	0%	60%
Direct Services	23.94%	23.17	0%	75%
Record Keeping	10.08%	9.81	0%	65%
Supervisory	18.81	16.79	0%	80%

Importance of Administrative Skills or Activities

General Trend

On average, the four work categories rated the importance of administrative skills or activities in their job in the following order:

Prevention Professionals > Prevention Specialists > Prevention Technicians > Prevention Aides

Ranking of Individual Skills

The following table rank orders the eleven administrative skills or activities in terms of their importance in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Planning and Organizing	4.46	1.03
Program Implementation	4.17	1.11
Evaluation Development	3.83	1.31
Making Programmatic Decisions	3.81	1.26
Designing Programs	3.74	1.40
Curriculum Development	3.63	1.35
Managing Budgets	3.63	1.44
Public Policy Development and Advocacy	3.59	1.35
Grant Writing	3.49	1.50
Data Analysis	3.44	1.31
Contract Management	3.28	1.38

Individual Skill by Work Category

The following table contains the mean rating for each administrative skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Contract Management	3.72	3.15	3.04	2.79	3.28
Curriculum Development	3.67	3.53	3.92	3.55	3.63
Data Analysis	3.86	3.40	3.00	2.96	3.44
Designing Programs	4.17	3.56	3.79	3.18	3.74
Evaluation Development	4.16	3.88	3.74	3.04	3.83
Grant Writing	3.81	3.47	3.75	2.64	3.49
Making Programmatic Decisions	4.37	3.53	3.83	3.29	3.81
Managing Budgets	4.19	3.24	3.88	3.17	3.63
Planning and Organizing	4.57	4.45	4.50	4.24	4.46
Program Implementation	4.27	4.15	4.26	3.93	4.17
Public Policy Development and Advocacy	3.79	3.56	3.62	3.19	3.59

Importance of Receiving Training in Administrative Skills or Activities

General Trend

On average, the four work categories rated the importance of receiving training in administrative skills or activities in the following order:

Prevention Professional > Prevention Specialists > Prevention Technicians > Prevention Aides

Ranking of Individual Skills

The following table rank orders the eleven administrative skills or activities in terms of the importance of receiving training in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Planning and Organizing	3.75	1.35
Program Implementation	3.72	1.37
Evaluation Development	3.54	1.38
Designing Programs	3.48	1.38
Making Programmatic Decisions	3.46	1.31
Public Policy Development and Advocacy	3.42	1.38
Curriculum Development	3.34	1.39
Managing Budgets	3.31	1.41
Grant Writing	3.31	1.43
Data Analysis	3.23	1.32
Contract Management	2.98	1.37

Individual Skill by Work Category

The following table contains the mean rating for the importance of receiving training in each administrative skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Contract Management	3.19	3.03	2.78	2.56	2.98
Curriculum Development	3.41	3.37	3.42	3.04	3.34
Data Analysis	3.53	3.18	3.00	2.98	3.23
Designing Programs	3.70	3.50	3.61	2.81	3.48
Evaluation Development	3.82	3.68	3.41	2.60	3.54
Grant Writing	3.38	3.50	3.43	2.61	3.31
Making Programmatic Decisions	3.67	3.39	3.76	2.96	3.46
Managing Budgets	3.50	3.04	4.00	3.04	3.31
Planning and Organizing	3.58	3.83	4.00	3.76	3.75
Program Implementation	3.65	3.78	4.00	3.46	3.72
Public Policy Development and Advocacy	3.45	3.49	3.57	3.07	3.42

Receipt of Adequate Training in Administrative Skills or Activities

The following table contains the percentage of each work category reporting whether they have already received adequate training in each of the eleven administrative skills or activities:

Administrative Skill or Activity	Prevention Professional		Prevention Specialist		Prevention Technician		Prevention Aide	
	Yes	No	Yes	No	Yes	No	Yes	No
Contract Management	38.1%	61.9%	23.9%	76.1%	12.5%	87.5%	13.8%	86.2%
Curriculum Development	46.0%	54.0%	37.5%	62.5%	25.0%	75.0%	17.2%	82.8%
Data Analysis	45.2%	54.8%	41.4%	58.6%	25.0%	75.0%	14.3%	85.7%
Designing Programs	50.8%	49.2%	46.5%	53.5%	41.7%	58.3%	17.9%	82.1%
Evaluation Development	38.3%	61.7%	54.3%	45.7%	21.7%	78.3%	17.9%	82.1%
Grant Writing	45.2%	54.8%	40.8%	59.2%	29.2%	70.8%	6.9%	93.1%
Making Programmatic Decisions	65.1%	34.9%	45.8%	54.2%	37.5%	62.5%	27.6%	72.4%
Managing Budgets	45.2%	54.8%	30.4%	69.6%	36.4%	63.6%	27.6%	72.4%
Planning and Organizing	77.8%	22.2%	72.6%	27.4%	60.9%	39.1%	75.9%	24.1%
Program Implementation	68.3%	31.7%	70.4%	29.6%	52.2%	47.8%	51.7%	48.3%
Public Policy Development and Advocacy	41.0%	59.0%	45.7%	54.3%	17.4%	82.6%	20.7%	79.3%

Importance of Case Management Skills or Activities

General Trend

On average, the four work categories rated the importance of case management skills or activities in their job in the following order:

Prevention Specialists > Prevention Professionals > Prevention Technicians > Prevention Aides

Ranking of Individual Skills

The following table rank orders the six case management skills or activities in terms of their importance in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Networking	4.16	1.14
Locating Community Resources	4.12	1.10
Partnership Development	3.94	1.30
Risk Management	3.81	1.24
Community Mobilization	3.74	1.19
Coalition Building	3.70	1.31

Individual Skill by Work Category

The following table contains the mean rating for each case management skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Coalition Building	3.92	4.06	3.13	2.74	3.70
Community Mobilization	3.90	4.08	3.48	2.76	3.74
Locating Community Resources	4.23	4.35	4.08	3.31	4.12
Networking	4.43	4.40	3.83	3.18	4.16
Partnership Development	4.22	4.11	3.71	3.04	3.94
Risk Management	4.02	3.86	3.67	3.32	3.81

Importance of Receiving Training in Case Management Skills or Activities

General Trend

On average, the four work categories rated the importance of receiving training in case management skills or activities in the following order:

Prevention Specialists > Prevention Professionals > Prevention Technicians > Prevention Aides

Ranking of Individual Skills

The following table rank orders the six case management skills or activities in terms of the importance of receiving training in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Locating Community Resources	3.76	1.27
Networking	3.62	1.34
Partnership Development	3.58	1.39
Risk Management	3.56	1.32
Community Mobilization	3.47	1.29
Coalition Building	3.45	1.35

Individual Skill by Work Category

The following table contains the mean rating for the importance of receiving training in each case management skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Coalition Building	3.53	3.75	3.36	2.52	3.45
Community Mobilization	3.54	3.69	3.55	2.58	3.47
Locating Community Resources	3.75	3.99	3.95	2.96	3.76
Networking	3.51	3.93	3.86	2.88	3.62
Partnership Development	3.63	3.74	3.77	2.88	3.58
Risk Management	3.68	3.64	3.64	2.96	3.56

Receipt of Adequate Training in Case Management Skills or Activities

The following table contains the percentage of each work category reporting whether they have already received adequate training in each of the six case management skills or activities:

Administrative Skill or Activity	Prevention Professional		Prevention Specialist		Prevention Technician		Prevention Aide	
	Yes	No	Yes	No	Yes	No	Yes	No
Coalition Building	42.6%	57.4%	58.0%	42.0%	13.0%	87.0%	7.1%	92.9%
Community Mobilization	45.2%	54.8%	55.7%	44.3%	23.8%	76.2%	21.4%	78.6%
Locating Community Resources	54.1%	45.9%	69.0%	31.0%	34.8%	65.2%	34.5%	65.5%
Networking	65.6%	34.4%	66.2%	33.8%	43.5%	56.5%	24.1%	75.9%
Partnership Development	47.5%	52.5%	55.1%	44.9%	34.8%	65.2%	24.1%	75.9%
Risk Management	41.0%	59.0%	34.3%	65.7%	39.1%	60.9%	24.1%	75.9%

Importance of Direct Service Skills or Activities

General Trend

On average, the four work categories rated the importance of direct service skills or activities in their job in the following ways: (1) Prevention Aides and Prevention Technicians tended to place more of an emphasis on “hands-on” skills and activities, and they tended to de-emphasize educational and presentation skills and activities; and (2) Prevention Specialists and Prevention Professionals tended to place more of an emphasis on educational and presentation skills and activities, and they tended to de-emphasize “hands-on” skills and activities.

Ranking of Individual Skills

The following table rank orders the thirteen direct service skills or activities in terms of their importance in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Interacting With Youth	4.45	1.06
Practicing Active Listening Skills	4.44	0.98
Motivating Youth	4.37	1.10
Utilizing Youth Development Principles	4.26	1.14
Work With Groups or Community Teams	4.20	1.16
Interacting With Adults	4.16	1.20
Providing Presentations	4.15	1.17
Conflict Resolution	4.08	1.16
Utilizing Knowledge of Prevention Principles	4.08	1.22
Educating Audiences on the Drugs of Abuse	3.71	1.43
Educating Audiences on the Family and Individual Dynamics of Addiction	3.68	1.44
Crisis Plan Execution	3.63	1.32
Educating Audiences on the Cycle of Addiction	3.51	1.41

Individual Skill by Work Category

The following table contains the mean rating for each direct service skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Conflict Resolution	3.87	4.08	4.29	4.36	4.08
Crisis Plan Execution	3.52	3.63	4.09	3.54	3.63
Educating Audiences on the Cycle of Addiction	3.50	3.72	3.21	3.22	3.51
Educating Audiences on the drugs of Abuse	3.70	3.89	3.50	3.44	3.71
Educating Audiences on the Family and Individual Dynamics of Addiction	3.62	3.86	3.58	3.39	3.68
Interacting With Adults	4.13	4.55	3.92	3.39	4.16
Interacting With Youth	4.18	4.62	4.50	4.54	4.45
Motivating Youth	4.21	4.46	4.52	4.36	4.37
Practicing Active Listening Skills	4.50	4.54	4.30	4.14	4.44
Providing Presentations	4.18	4.45	4.13	3.32	4.15
Utilizing Knowledge of Prevention Principles	4.13	4.21	3.91	3.79	4.08
Utilizing Youth Development Principles	4.26	4.34	4.25	4.07	4.26
Working With Groups or Community Teams	4.21	4.37	4.25	3.68	4.20

Importance of Receiving Training in Direct Service Skills or Activities

General Trend

On average, the four work categories rated the importance of receiving training in direct service skills or activities in the following order:

Prevention Technicians > Prevention Specialists > Prevention Aides > Prevention Professionals

Ranking of Individual Skills

The following table rank orders the thirteen direct service skills or activities in terms of the importance of receiving training in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Interacting With Youth	4.11	2.65
Motivating Youth	3.92	1.37
Practicing Active Listening Skills	3.87	1.34
Utilizing Youth Development Principles	3.86	1.38
Working With Groups or Community Teams	3.77	1.26
Conflict Resolution	3.74	1.36
Providing Presentations	3.73	1.29
Utilizing Knowledge of Prevention Principles	3.66	1.40
Interacting With Adults	3.65	1.32
Educating Audiences on the Drugs of Abuse	3.56	1.37
Crisis Plan Execution	3.54	1.35
Educating Audiences on the Family and Individual Dynamics of Addiction	3.53	1.38
Educating Audiences on the Cycle of Addiction	3.45	1.40

Individual Skill by Work Category

The following table contains the mean rating for the importance of receiving training in each direct service skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Conflict Resolution	3.58	3.72	4.20	3.80	3.74
Crisis Plan Execution	3.45	3.50	3.84	3.63	3.54
Educating Audiences on the Cycle of Addiction	3.29	3.54	3.75	3.31	3.45
Educating Audiences on the Drugs of Abuse	3.45	3.54	4.00	3.52	3.56
Educating Audiences on the Family and Individual Dynamics of Addiction	3.33	3.64	3.80	3.48	3.53
Interacting With Adults	3.40	3.91	3.77	3.40	3.65
Interacting With Youth	4.30	3.91	4.19	4.17	4.11
Motivating Youth	3.83	3.87	4.00	4.26	3.92
Practicing Active Listening Skills	3.81	3.90	4.23	3.60	3.87
Providing Presentations	3.53	3.91	4.27	3.20	3.73
Utilizing Knowledge of Prevention Principles	3.63	3.67	3.79	3.58	3.66
Utilizing Youth Development Principles	3.83	3.87	4.04	3.71	3.86
Working With Groups or Community Teams	3.63	3.85	4.00	3.68	3.77

Receipt of Adequate Training in Administrative Skills or Activities

The following table contains the percentage of each work category reporting whether they have already received adequate training in each of the thirteen direct service skills or activities:

Administrative Skill or Activity	Prevention Professional		Prevention Specialist		Prevention Technician		Prevention Aide	
	Yes	No	Yes	No	Yes	No	Yes	No
Conflict Resolution	64.4%	35.6%	62.5%	37.5%	73.9%	26.1%	60.7%	39.3%
Crisis Plan Execution	41.4%	58.6%	48.6%	51.4%	45.5%	54.5%	35.7%	64.3%
Educating Audiences on the Cycle of Addiction	50.9%	49.1%	54.9%	45.1%	34.8%	65.2%	11.1%	88.9%
Educating Audiences on the Drugs of Abuse	60.0%	40.0%	64.8%	35.2%	43.5%	56.5%	35.7%	64.3%
Educating Audiences on the Family and Individual Dynamics of Addiction	50.0%	50.0%	58.0%	42.0%	34.8%	65.2%	32.1%	67.9%
Interacting With Adults	63.2%	36.8%	74.0%	26.0%	50.0%	50.0%	67.9%	32.1%
Interacting With Youth	66.7%	33.3%	75.0%	25.0%	66.7%	33.3%	75.0%	25.0%
Motivating Youth	73.2%	26.8%	70.8%	29.2%	65.2%	34.8%	71.4%	28.6%
Practicing Active Listening Skills	75.4%	24.6%	76.7%	23.3%	52.2%	47.8%	63.0%	37.0%
Providing Presentations	64.9%	35.1%	74.0%	26.0%	50.0%	50.0%	35.7%	64.3%
Utilizing Knowledge of Prevention Principles	59.6%	40.4%	62.5%	37.5%	56.5%	43.5%	37.0%	63.0%
Utilizing Youth Development Principles	52.6%	47.4%	59.7%	40.3%	69.6%	30.4%	53.6%	46.4%
Working With Groups or Community Teams	58.6%	41.4%	68.1%	31.9%	47.8%	52.2%	63.0%	37.0%

Importance of Record Keeping Skills or Activities

General Trend

On average, the four work categories rated the importance of record keeping skills or activities in their job in the following order:

Prevention Professionals > Prevention Specialists > Prevention Technicians > Prevention Aides

Ranking of Individual Skills

The following table rank orders the two record keeping skills or activities in terms of their importance in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Record Keeping	4.13	1.26
Composing Program Reports for Funders	3.79	1.35

Individual Skill by Work Category

The following table contains the mean rating for each record keeping skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Composing Program Reports for Funders	4.14	3.68	3.87	3.19	3.79
Record Keeping	4.33	4.22	4.09	3.48	4.13

Importance of Receiving Training in Record Keeping Skills or Activities

General Trend

On average, the four work categories rated the importance of receiving training in record keeping skills or activities in the following order:

Prevention Technicians > Prevention Specialists > Prevention Professionals > Prevention Aides

Ranking of Individual Skills

The following table rank orders the two record keeping skills or activities in terms of the importance of receiving training in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Record Keeping	3.49	1.44
Composing Program Reports for Funders	3.47	1.45

Individual Skill by Work Category

The following table contains the mean rating for the importance of receiving training in each record keeping skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Composing Program Reports for Funders	3.40	3.57	3.70	3.18	3.47
Record Keeping	3.29	3.70	4.00	3.00	3.49

Receipt of Adequate Training in Record Keeping Skills or Activities

The following table contains the percentage of each work category reporting whether they have already received adequate training in each of the two record keeping skills or activities:

Administrative Skill or Activity	Prevention Professional		Prevention Specialist		Prevention Technician		Prevention Aide	
	Yes	No	Yes	No	Yes	No	Yes	No
Composing Program Reports for Funders	41.7%	58.3%	33.3%	66.7%	36.4%	63.6%	12.0%	88.0%
Record Keeping	55.2%	44.8%	55.6%	44.4%	52.2%	47.8%	46.2%	53.8%

Importance of Supervisory Skills or Activities

General Trend

On average, the four work categories rated the importance of supervisory skills or activities in their job in the following order:

Prevention Professionals > Prevention Technicians > Prevention Specialists > Prevention Aides

Ranking of Individual Skills

The following table rank orders the six supervisory skills or activities in terms of their importance in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Motivating Volunteers	3.94	1.32
Supervising Youth	3.89	1.40
Staff Development	3.73	1.46
Recruitment and Retention of Volunteers	3.61	1.45
Supervising Staff	3.58	1.54
Overseeing Adult Volunteer Programs	3.50	1.41

Individual Skill by Work Category

The following table contains the mean rating for each supervisory skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Motivating Volunteers	3.92	4.23	3.83	3.35	3.94
Overseeing Adult Volunteer Programs	3.65	3.68	3.35	2.86	3.50
Recruitment and Retention of Volunteers	3.90	3.71	3.65	2.68	3.61
Staff Development	4.37	3.34	3.61	3.43	3.73
Supervising Staff	4.40	3.00	3.74	3.11	3.58
Supervising Youth Programs	4.08	3.75	4.24	3.50	3.89

Importance of Receiving Training in Supervisory Skills or Activities

General Trend

On average, the four work categories rated the importance of receiving training in supervisory skills or activities in the following order:

Prevention Professionals > Prevention Specialists > Prevention Technicians > Prevention Aides

Ranking of Individual Skills

The following table rank orders the six supervisory skills or activities in terms of the importance of receiving training in descending (highest to lowest) order. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Mean	Standard Deviation
Supervising Youth Programs	3.75	1.48
Motivating Volunteers	3.63	1.41
Recruitment and Retention of Volunteers	3.58	1.44
Staff Development	3.56	1.52
Supervising Staff	3.41	1.57
Overseeing Adult Volunteer Programs	3.38	1.44

Individual Skill by Work Category

The following table contains the mean rating for the importance of receiving training in each supervisory skill or activity for each of the four work categories. Each skill or activity was rated on a five-point scale, with one representing Extremely Unimportant and five representing Extremely Important:

Skill or Activity	Prevention Professional	Prevention Specialist	Prevention Technician	Prevention Aide	Total
Motivating Volunteers	3.47	3.87	3.80	3.30	3.63
Overseeing Adult Volunteer Programs	3.51	3.35	3.48	3.07	3.38
Recruitment and Retention of Volunteers	3.71	3.62	3.76	3.04	3.58
Staff Development	4.03	3.12	3.75	3.42	3.56
Supervising Staff	3.90	2.84	3.85	3.31	3.41
Supervising Youth Programs	3.83	3.57	4.11	3.74	3.75

Receipt of Adequate Training in Supervisory Skills or Activities

The following table contains the percentage of each work category reporting whether they have already received adequate training in each of the six supervisory skills or activities:

Administrative Skill or Activity	Prevention Professional		Prevention Specialist		Prevention Technician		Prevention Aide	
	Yes	No	Yes	No	Yes	No	Yes	No
Motivating Volunteers	47.5%	52.5%	50.7%	49.3%	52.2%	47.8%	25.9%	74.1%
Overseeing Adult Volunteer Programs	34.4%	65.6%	50.0%	50.0%	45.5%	54.5%	7.7%	92.3%
Recruitment and Retention of Volunteers	47.5%	52.5%	46.4%	53.6%	42.9%	57.1%	11.1%	87.9%
Staff Development	53.3%	46.7%	34.3%	65.7%	33.3%	66.7%	40.7%	59.3%
Supervising Staff	54.1%	45.9%	28.8%	71.2%	45.5%	54.5%	30.8%	69.2%
Supervising Youth Programs	54.2%	45.8%	51.6%	48.4%	66.7%	33.3%	37.5%	62.5%

Summary and Conclusions

In general, the results of the *Prevention Workforce Development Survey* indicated that there were reliable and meaningful differences between the following four groups of prevention workers:

1. Prevention Aides
2. Prevention Technicians
3. Prevention Specialists
4. Prevention Professionals

These reliable and meaningful differences were based on the following four types of results:

1. The four groups differed in terms of the percentage of time that they actually spend performing certain types of prevention activities and skills
2. The four groups differed in terms of how they rated the importance of the prevention activities and skills
3. The four groups differed in terms of how they rated the importance of receiving training in the prevention activities and skills
4. The four groups differed in terms of the actual amount of training that they have already received in the prevention activities and skills

The results of the *Prevention Workforce Development Survey* provide strong support for the need to professionalize the field of prevention. An important initial step in the professionalization of the field of prevention would be the establishment of a multi-tier certification scheme. Specifically, such a multi-tier scheme should provide certification at the following four levels:

1. Prevention Aides
2. Prevention Technicians
3. Prevention Specialists
4. Prevention Professionals

The results of the *Prevention Workforce Development Survey* indicate that certification should not be based on education and experience alone. This is partially the case because there is no standard curriculum for the field of prevention at the present time. In addition, workers in the field strongly suggest that prevention workers be exposed to, allowed to acquire, and develop mastery of specific prevention activities and skills.

Public sentiment and the declining tax revenues that characterize the current fiscal situation set the stage for demands for greater accountability. In order to be accountable, service providers must actually provide the services that they are receiving funding to provide. Prevention workers clearly have great needs to receive training in the specific prevention activities and skills that will enable them to effectively provide prevention services to target populations. The establishment of a multi-tier certification scheme would serve as a basis to demonstrate that prevention workers are actually acquiring and mastering the very skills they need to be effective.

In addition, the results of the *Prevention Workforce Development Survey* indicate what types of training needs exist for workers at various stages in the prevention profession. The lack of a standard prevention curriculum suggests that the assessment portion of the multi-tier certification scheme should be criterion-based, as opposed to norm-based. That is, certification should be based on a prevention worker's mastery of the specific prevention activities and skills associated with the successful provision of services for that job category, as opposed to comparing a person's scores with the scores obtained by some normative group.

Recommendations

The conclusions based on the results obtained from the *Prevention Workforce Development Survey* suggest that the following actions be taken:

1. The prevention field in the *State of Missouri* should be professionalized
2. The professionalization of the prevention field in the *State of Missouri* would best be accomplished by establishing a multi-tier certification scheme
3. Specifically, the multi-tier certification scheme should consist of the following four levels:
 - a. Prevention Aides
 - b. Prevention Technicians
 - c. Prevention Specialists
 - d. Prevention Professionals
4. The *Prevention Section* of the *Division of Alcohol and Drug Abuse* within the *Missouri Department of Mental Health* should assume primary responsibility for certifying prevention workers in the *State of Missouri*
5. Certification should not be based on education and experience alone
6. Certification should be based, in part, on the demonstration of mastery of prevention activities and skills on a criterion-referenced, as opposed to a norm-referenced, assessment protocol

Appendix A

Prevention Workforce Development Survey

**Missouri Department of Mental Health
Division of Alcohol and Drug Abuse
Prevention Workforce Development Survey**

Importance of Specific Job Activities

Instructions:	For each of the following skills or activities, circle the number to the left that best indicates how important you believe that skill or activity is in your job; then, circle "Y" for Yes if you have or "N" for No if you have not received formal training in that skill or activity; finally, circle the number to the right that best indicates how important it would be for you to receive training in this skill or activity
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How important is this skill or activity in your job?					Skill or activity	Have you received adequate training?		How important would it be for you to receive training in this skill or activity?				
Extremely Unimportant				Extremely Important		Yes	No	Extremely Unimportant				Extremely Important
					Administrative Skills							
1	2	3	4	5	Contract management	Y	N	1	2	3	4	5
1	2	3	4	5	Curriculum development	Y	N	1	2	3	4	5
1	2	3	4	5	Data analysis	Y	N	1	2	3	4	5
1	2	3	4	5	Designing programs	Y	N	1	2	3	4	5
1	2	3	4	5	Evaluation development	Y	N	1	2	3	4	5
1	2	3	4	5	Grant writing	Y	N	1	2	3	4	5
1	2	3	4	5	Making programmatic decisions	Y	N	1	2	3	4	5
1	2	3	4	5	Managing budgets	Y	N	1	2	3	4	5
1	2	3	4	5	Planning and organizing	Y	N	1	2	3	4	5
1	2	3	4	5	Program implementation	Y	N	1	2	3	4	5
1	2	3	4	5	Public policy development and advocacy	Y	N	1	2	3	4	5
					Case Management Skills							
1	2	3	4	5	Coalition building	Y	N	1	2	3	4	5
1	2	3	4	5	Community mobilization	Y	N	1	2	3	4	5
1	2	3	4	5	Locating community resources	Y	N	1	2	3	4	5
1	2	3	4	5	Networking	Y	N	1	2	3	4	5
1	2	3	4	5	Partnership development	Y	N	1	2	3	4	5
1	2	3	4	5	Risk management	Y	N	1	2	3	4	5
					Direct Service Skills							
1	2	3	4	5	Conflict resolution	Y	N	1	2	3	4	5
1	2	3	4	5	Crisis plan execution	Y	N	1	2	3	4	5
1	2	3	4	5	Educating audiences on the cycle of addiction	Y	N	1	2	3	4	5
1	2	3	4	5	Educating audiences on the drugs of abuse	Y	N	1	2	3	4	5
1	2	3	4	5	Educating audiences on the family and individual dynamics of addiction	Y	N	1	2	3	4	5
1	2	3	4	5	Interacting with adults	Y	N	1	2	3	4	5
1	2	3	4	5	Interacting with youth	Y	N	1	2	3	4	5
1	2	3	4	5	Motivating youth	Y	N	1	2	3	4	5
1	2	3	4	5	Practicing active listening skills	Y	N	1	2	3	4	5
1	2	3	4	5	Providing presentations	Y	N	1	2	3	4	5
1	2	3	4	5	Utilizing knowledge of prevention principles	Y	N	1	2	3	4	5

How important is this skill or activity in your job?					Skill or activity		Have you received adequate training?		How important would it be for you to receive training in this skill or activity?						
Extremely Unimportant					Extremely Important		Yes	No		Extremely Unimportant					Extremely Important
1	2	3	4	5		Utilizing youth development principles	Y	N		1	2	3	4	5	
1	2	3	4	5		Working with groups or community teams	Y	N		1	2	3	4	5	
						Record Keeping Skills									
1	2	3	4	5		Composing program reports for funders	Y	N		1	2	3	4	5	
1	2	3	4	5		Record keeping	Y	N		1	2	3	4	5	
						Supervisory Skills									
1	2	3	4	5		Motivating volunteers	Y	N		1	2	3	4	5	
1	2	3	4	5		Overseeing adult volunteer programs	Y	N		1	2	3	4	5	
1	2	3	4	5		Recruitment and retention of volunteers	Y	N		1	2	3	4	5	
1	2	3	4	5		Staff development	Y	N		1	2	3	4	5	
1	2	3	4	5		Supervising staff	Y	N		1	2	3	4	5	
1	2	3	4	5		Supervising youth programs	Y	N		1	2	3	4	5	
						Other Skills (please specify)									
1	2	3	4	5			Y	N		1	2	3	4	5	
1	2	3	4	5			Y	N		1	2	3	4	5	

Time Spent Performing Major Job Activities

Instructions:	For each of the following major activities of your job, estimate the percentage of time that you spend or expect to spend performing that activity within a year; please make sure that the total time for all of the activities sums to 100; if you don't perform that activity, write down "0" or leave it blank:	
	Activity	Percentage of Time Spent Performing That Activity
Administrative: (Contract management, Curriculum development, Data analysis, Designing programs, Evaluation development, Grant writing, Making programmatic decisions, Managing budgets, Planning and organizing, Program implementation, Public policy development and advocacy)		
Case Management: (Coalition building, Community mobilization, Locating community resources, Networking, Partnership development, Risk management)		
Direct Services: Conflict resolution, Crisis plan execution, Educating audiences on the cycle of addiction, Educating audiences on the drugs of abuse, Educating audiences on the family and individual dynamics of addiction, Interacting with adults, Interacting with youth, Motivating youth, Practicing active listening skills, Providing presentations, Utilizing knowledge of prevention principles, Utilizing youth development principles, Working with groups or community teams)		
Record Keeping: (Composing program reports for funders, Report keeping)		
Supervisory: (Motivating volunteers, Overseeing adult volunteer programs, Recruitment and retention of volunteers, Staff development, Supervising staff, Supervising youth programs)		
Other (please specify):		
Total Number of Hours:		100

Background Information

Instructions:	Please answer the following questions by either placing an "X" in the appropriate box or writing in your response:	
Age:		
Gender:	Female <input type="checkbox"/> Male <input type="checkbox"/>	
Ethnicity:	African-American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Other (please specify):	
Educational Level:	Less than high school <input type="checkbox"/> Some high school <input type="checkbox"/> High school graduate <input type="checkbox"/> GED <input type="checkbox"/> Some college <input type="checkbox"/> College graduate <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctoral degree <input type="checkbox"/>	
If you have successfully completed college or post graduate studies, please indicate your major:		
What is Your Work Title:		
How many hours per week are you currently providing prevention services:		
Less than 5 hours <input type="checkbox"/> 5 to 10 hours <input type="checkbox"/> 11 to 20 hours <input type="checkbox"/> 21 to 30 hours <input type="checkbox"/> 31 to 40 hours <input type="checkbox"/> More than 40 hours <input type="checkbox"/>		
How many years have you worked in the field of prevention:		

Thank you for your cooperation.